

THE FORD FOUNDATION

AND

FOUNDATION SUPPORTED

ACTIVITIES

IN INDIA



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THE FORD FOUNDATION AND FOUNDATION SUPPORTED ACTIVITIES IN INDIA



to advance human welfare

SINCE the autumn of 1951 The Ford Foundation has had the privilege of assisting India in a broad range of programs for the economic and social advancement of India's people

The Foundation has contributed this assistance in the belief that India's continuing progress can help fulfill the high purpose to which both the Indian and American people are dedicated and for which the Foundation itself was founded—the advancement of human welfare

As India became an independent nation she undertook a bold and imaginative effort to further the welfare of her people and pursued it with energy and devotion This effort has made a great many individuals and organizations in other countries as well as in the United States eager to offer such assistance as might be both helpful and welcome to India in the great task before it

It was in this spirit that The Ford Foundation accepted the invitation of the Prime Minister of India in 1951 to discuss the possibility of participation in the Indian effort The Foundation looks back over these past few years with a sense of reward for its own experience and the sincere conviction that any credit for the success of its own small contribution belongs not to itself but to the Indian people The imagination and drive which have made Foundation assistance meaningful have come from the Prime Minister members of the Planning Commission the officials of the several ministries concerned and the operating staffs of the projects themselves It was their understanding of the role appropriate to a private organization in such a program which made possible the fruitful use of such resources as the Foundation could devote to India's development

From the beginning the Foundation considered it of cardinal import ance that any contribution it might make to the welfare of the Indian people should be one which accorded closely with their own plans for the advancement of human welfare It is of particular satisfaction therefore that the programs chosen by the Indian Government to receive Foundation assistance are basic parts of India s plans for national development and that most of them will find a permanent place in her national life It was the Foundation s hope that in this manner its funds could give not temporary or scattered assistance but make an enduring contribution to India s advancement

In making its assistance available in India the Foundation as in the United States and elsewhere in the world remains entirely outside the polit ical arena and does not seek to further any particular ideology or the purposes of any one party or group It seeks only to promote the single aim to which it is committed the advancement of human welfare in peace and freedom for all

A summary of the activities to which the Foundation has contributed in India is necessarily a summary of the work of all of India s people and its leaders The planning the execution and the leadership of each of the programs to which the Foundation has lent assistance have been the re sponsibility and the accomplishment of India s people—from village farmer to planning executive from village worker to cabinet minister Each pro gram and its progress is a tribute to the quality of Indian leadership and the skill and dedication of men and women who have undertaken the great task of advancing India s welfare

In the course of The Ford Foundation s activities in India many people have inquired about the programs and about the origin policies and objectives of the Foundation itself

This booklet is an effort to answer these inquiries and to provide useful information for the many agencies and individuals who have taken part in the programs or who may in the future be associated with them

The Foundation's Origins And Objectives

THE Ford Foundation is one of a large number of American philanthropic foundations These are nonprofit tax exempt corporations set up to give financial aid to worthy projects in the public interest

The tradition of philanthropy is of course an ancient one known throughout the world But the modern foundation has had its widest development in the United States where its growth has accelerated markedly in the past seventy years For it is in this period that many Americans having made personal fortunes in business and industry have been moved to employ these funds in the service of humanity—usually in activities described as educational scientific and charitable The leading American foundations that have resulted are generally under the responsible and impartial direction of public spirited Boards of Trustees experienced in business education science and the professions

These foundations by their work as non political and independent institutions have had great influence in advancing human welfare Some like the Rockefeller Foundation have operated around the world Others have been restricted to the American scene

Many of the experimental activities which they supported have since been established in permanent fashion in the United States and have affected social patterns and institutions private and governmental in many fields The work of the Peabody Fund in the nineteenth century for example did much to shape the policies that were later freely adopted by the local boards of education which administer the tax supported schools of the United States The foundations established by Andrew Carnegie fostered the movement through which public libraries supported by the

efforts of the community at large were brought into being in over eleven thousand cities in the United States They also gave generous help to strengthen the system of higher education in both public and private institutions The Rockefeller Foundation and other foundations resulting from Rockefeller family benefactions helped to set the pattern for the public health programs of the United States and for many of the agricultural programs subsequently carried on by the states and local governments with federal support and encouragement So too in the short space of thirty years grants from the Rockefeller Foundation more than matched by the generosity of private American citizens revolutionized the medical schools of universities in the United States and overseas These are only a few of the larger foundations which have had a tremendous influence in shaping the social progress of America

Today there are estimated to be several thousand active foundations in the United States seventy five of which have assets of $10 million or more To this group The Ford Foundation is relatively a newcomer It was founded in 1936 by Henry Ford the automobile manufacturer and his son Edsel Ford In the early years of its life it supported cancer research and made many gifts to the Edison Institute the Henry Ford Hospital in Detroit the Henry Ford Museum and other charities of interest to the Ford family During his own lifetime Henry Ford made further gifts to the Foundation and in 1948 after his death and that of his son Edsel donations from their estates greatly increased the assets of the Foundation To prepare for the enlarged program that would then be possible Henry Ford II President of the Ford Motor Company and Chairman of the Foundation s Board of Trustees appointed a Study Committee to determine the ways in which the Foundation might make the most important contribution to human welfare

Consultations were held with outstanding men and women in industry labor education science medicine the humanities the social sciences social welfare religion law the press and national and international public agencies As a result of its findings the Study Committee proposed —and the trustees agreed—that the Foundation should devote itself to five major problems bearing on the advancement of human welfare These were

1 Promotion of international understanding and world peace

2 Strengthening of democratic institutions and processes

3 Advancement of economic well being

4 Expansion and improvement of education

5 Enlargement of scientific knowledge and understanding of man

These have been the underlying objectives of the Foundation since the inception of its expanded program in 1951

The Foundation is a nonprofit non governmental organization and is not affiliated with any religious group It is a private independent agency with no political or commercial purpose or objective

As might be expected by far the largest number of Foundation projects originate and are carried out in the United States and the major beneficiaries are the American people and their institutions Since however there is no geographic limitation on many of the problems of human welfare a number of the Foundation s efforts are applied overseas under its international programs These are the programs under which grants are made in India and in other countries of Asia and the Near East

The Foundation does not itself administer projects or engage in direct operations but carries on its programs by making grants of financial assistance to the projects of other agencies public or private active in its fields of interest

The grant in aid—the sum of money voted for the support of a project—is the core of the Foundation s activity All programs for which grants are made must be thoroughly studied and found satisfactory by the Foundation s officers and then approved by the Board of Trustees whose twelve members are distinguished Americans with a wide range of experience

While grants usually are made to existing organizations where none seems suitable for a particular program the Foundation may help create an independent fund to undertake it Examples of these are Resources for the Future Inc a development of the Foundation s economic program which is interested in conservation of natural resources the Fund for the Republic which is concerned with strengthening the democratic principles which are America s heritage and two educational organizations the Fund for the Advancement of Education (to aid education in the schools and colleges) and the Fund for Adult Education (to aid education outside the academic system)

The Foundation's Activities In The United States

SINCE the reason for the Foundation's being is to support efforts to identify and solve some of the problems of human welfare much of its activity in all five fields of its interest is educational in nature It is no accident therefore that its largest grants in the United States have so far gone to education Through the two Funds mentioned earlier and through a variety of other projects all of which have something to contribute to the educational process the Foundation has sought to strengthen the ever growing American educational system Some of this activity is briefly described below

Today there are nearly 32 million people enrolled in American elementary schools high (secondary) schools colleges and universities This is about 20 per cent of the entire population of the country College enrollment alone has increased nearly tenfold in this century and now stands at 2 250 000 men and women More than one person in 56 is college educated And other millions are seeking knowledge outside of school through special courses and discussion groups

In the field of formal education Foundation grants to the Fund for the Advancement of Education have supported a program which has concentrated on improving teaching educational management and the financial stability of colleges and universities on enriching the content of education on clarifying the aims functions and relationships of schools colleges and universities to each other and on reducing inequalities in the educational opportunities of young people

The Foundation's interest in education does not stop at the schools and colleges of America Since it believes that an educated and informed

public will by the democratic process help to shape the decisions which will preserve freedom and ensure progress the Foundation is also concerned with the content and methods of adult education Through the Fund for Adult Education it has supported efforts to broaden public discussion and understanding of international affairs and to develop broadcast materials for educational radio and television In other ways too such as its support for the experiments of the TV Radio Workshop in the field of commercial television its support of the study of the role of the press in improving the international flow of news and various exchange projects the Foundation has tried to serve the desire of Americans everywhere for a fuller intellectual and cultural life

In a democracy where good government is the responsibility of all the people it is very necessary that everyone understand and help preserve the principles of freedom It therefore seemed particularly appropriate that the Foundation should seek to contribute to the strengthening of public support for these principles and it has supported a variety of endeavors to this end Its major undertaking in this field was the creation of the Fund for the Republic an independent non partisan organization whose purpose is to support activities directed toward the elimination of restrictions on freedom of thought inquiry and expression in the United States and the development of policies and methods best adapted to protect the ideals of freedom with security and justice on which American society is based

Some of the other projects with allied objectives may be briefly mentioned here In the field of inter racial relations within the United States the Foundation has made grants to help give the nation s Negro population greater opportunities for economic social and cultural advancement for fact finding work on the inter racial problems of the South and for an analysis of the progress of the Southern Negro farmer since 1906

To strengthen the administration of criminal justice the Foundation has supported a project of the American Bar Association to study the operations of law enforcement agencies at various levels The Foundation also made a grant to the National Legal Aid Association to help provide inexpensive legal aid to citizens in need of it

The Foundation has supported a variety of projects designed to improve the functioning of municipal state and national government and of international organizations and to provide information and other assistance to public officials in the discharge of their duties

In the belief that a free society must also be an economically healthy society the Foundation has in addition to the creation of Resources for the Future supported research and educational activities which aim at

improving the means by which economic knowledge is brought to bear on problems of business and government at broadening public understanding of the conditions necessary for sound economic development on the national and international levels and of the interplay of political social and cultural forces in this field and at expanding the supply of trained executives teachers and researchers who are indispensable to economic progress

Since man and his behavior are ultimately the governing factors in any effort to advance human welfare the Foundation has given support to projects designed to increase our present knowledge of human behavior and to expand the far too small number of capable men and women devoted to a conscious effort to develop and apply that knowledge and to strengthen the institutions in which they work A notable element in this program has been the establishment of a Center for Advanced Study where behavioral scientists will be enabled to devote from one to two years to discussion research and writing Various grants have also been made to develop the relationship of the behavioral sciences with other intellectual disciplines such as history political philosophy and economics and bring their combined wisdom to bear on the problems of man s behavior to support a survey of work done in the field of emotional growth and mental health to support studies of child development in a variety of cultures and to support research on the problems of communication of ideas between the peoples of the world

The Foundation's International Activities

The Overseas Development Program

Among the Foundation s International Programs the largest is the program of grants to assist nations with their internal development The Foundation conceives of the objective of this program as including not only economic development but the strengthening of institutions and processes that will contribute toward better living conditions the development of democracy and the improvement of international relations

The Foundation program of development is conducted entirely in the Near East and South and South East Asia In these areas the Foundation felt were countries whose needs for and possibilities of development had in creased tremendously with the formation of newly independent governments and the growing awareness and desire of the people for advancement In them too stable and rapid internal development under a democratic system could be crucial to the prospects of peace not only in the area but for the world as a whole These factors added to the belief that the Founda tion s relatively limited funds should be concentrated for maximum effect led to the decision to restrict Foundation support to projects in these areas

In addition to India the countries in which the Foundation is now making grants for development activities are Burma Egypt Indonesia Iran Iraq Israel Jordan Lebanon Nepal Pakistan Syria and Turkey A summary of these activities is given at the end of this chapter

The development problems of these countries have much in common The Foundation s grants therefore follow a similar pattern throughout most of the area In general they are for four main purposes to improve rural village life to improve educational institutions and practices to

increase the effectiveness of government operations through training and improvement in administration and to encourage development through research on fundamental social and economic problems

In keeping with its overall policy the Foundation does not itself conduct individual programs in any country It believes that its assistance will be most productive if given in the form of grants to existing agencies Within its broad purposes the Foundation has made grants both to governmental agencies and private institutions selecting the grantees that in view of the country s own preferences seemed able to contribute most effectively to human welfare

Training and Research

As a second part of its international programs the Foundation is helping in the United States to build up a greater knowledge of other countries and to train more Americans for service in international affairs with the twofold objective of increasing American appreciation of the history culture and society of foreign countries and of enabling America to discharge her international responsibilities effectively

Its assistance in this field falls into two main categories grants of research and study fellowships for young Americans to study overseas especially in the Near East Asia and Africa and financial support to help American universities and other private study organizations in the United States to expand their teaching and research programs in Near Eastern and Asian affairs

Under the fellowship program 166 young Americans have received grants for foreign study in subjects of their own choice Typical study subjects are land development programs in Iraq the labor force in Egypt the role of foreign investment in India Islamic political theory

Under the program to strengthen foreign area training in the United States Columbia University for instance has been given grants to improve its Near and Middle East Studies Program the University of Michigan was helped to give in the field training to selected students The American Universities Field Staff received assistance for its program of sending specialists for study in the Near East and Asia and making their studies available to universities and colleges throughout the United States

International Affairs

The Foundation also has given support to a number of private organizations devoted to increasing international understanding Typical of grants of this kind are assistance to the Council of Foreign Relations Inc

(U S A) to strengthen a ten year study and educational program in international affairs to the Carnegie Endowment for International Peace for studies on problems of the United Nations to the American Friends Service Committee for a literacy and social improvement program in South Italy to the East European Fund for the aid of ex Soviet refugees

To facilitate the exchange of cultural materials between nations the Foundation established a separate organization called Intercultural Publications Part of this organization s work is to publish cultural and literary reviews for international circulation One of these journals *Perspectives* is available in India Another of its current activities is to prepare in co operation with the *Atlantic Monthly* an important American monthly journal a series of supplements on the cultural life of various nations

A limited program of exchange of persons has been carried on by the Foundation in connection with its development research or other international programs Persons have been brought to the United States for specialized study tours of educational facilities rural extension work or small industry development and persons from America and other nations are brought to India and the other countries in which The Ford Foundation is active to study and advise on specific development problems Aside from purposes which are closely integrated with the development programs no grants are being or have been made for studies in the United States

Foundation Activities in Other Countries

A brief summary of Foundation supported activities in countries other than India may be of interest to Indian readers

PAKISTAN To meet development needs similar to those of India the Foundation has helped the Government of Pakistan establish training centers for village level workers a women s college of home economics and polytechnic and training centers at Karachi and Dacca It has at the request of the Government made available an expert adviser in public administration and arranged through the Harvard School of Business Administration to provide an international advisory group to assist the Pakistan Planning Board in framing a development program It has financed a tour of Pakistani extension officials to study rural extension work in the United States and Japan and an exchange of visits between Pakistani and American farm youth

INDONESIA In Indonesia the Foundation has made grants to assist the Government s efforts to train teachers of English which has been officially adopted as Indonesia s second language and to provide an

American team of vocational training teachers for the newly established Indonesian Technical Teacher Training Institute at Bandung

BURMA One of the first activities undertaken was to assist the *Burmese Government of the Union of Burma to establish an International* Institute of Advanced Buddhistic Studies Its purpose is to help foster the cultural and social integration of the country and provide a meeting ground of eastern and western scholars interested in Buddhism and philosophies and cultures of the East The Foundation has also provided technical advisers in mass education techniques and equipment to assist in a program of village improvement and mass education in rural areas

The Foundation s grant to the Burma Agricultural Institute provides equipment and teacher specialists for a training program for secondary school teachers and village workers in the Government s rural development program A team has visited Burma to assist in the Government s program for the strengthening and expansion of its Technical Institute to provide technical and vocational training for secondary school teachers

Specialists have been sent at the Government s request to assist the Electricity Supply Board and to establish a program in business administration teaching at the University of Rangoon

NEPAL In the summer of 1954 The Ford Foundation made two grants to the Government of Nepal One was to assist the Government to establish a women s home economics training program for extension work in the villages the other to assist in developing Nepalese small and village *industry through a program of technical training cooperatives and credit* facilities and marketing of products

THE NEAR EAST As in other areas the Foundation s programs have been in the general fields of rural village development education and vocational training and economic and social research and have been ex tended to eight countries In general grants have been made to private organizations already established in carrying out development and educa tional programs Among the projects for which assistance has been provided are the following

1 Rural village development programs have been initiated with Foundation support in Iran Syria Jordan Egypt under the supervision of the Near East Foundation the American Friends Service Committee the Governments concerned and other private agencies The Foundation has been especially interested in assisting in the introduction of agricultural credit activity in the rural

development programs Assistance in the establishment of home economics programs in existing educational institutions in Syria Lebanon and Egypt is related to the village programs

2 The establishment of an Agricultural College at the American University of Beirut with the Foundation s assistance will provide a source of sound agricultural training and research in the region Assistance has been given for the strengthening of secondary and college education in Jordan and general support has been given to colleges in Lebanon and in Syria The Foundation has provided assistance in the establishment of an Institute of Business Administration at the University of Istanbul Support was also provided for the establishment of a Library school at the University of Ankara in Turkey

3 With assistance from the Foundation a regional Economic Research Institute has been established at the American University of Beirut and a regional Social Research Center at the American University at Cairo Regional studies of mass communication requirements and of the possibility for developing village industries have been supported by the Foundation

4 Assistance has been provided to government and private hospitals and nursing schools in Jordan Syria and Turkey for improving equipment facilities and training programs

The Foundation In India

BY 1951 India s efforts to establish herself as a strong independent and democratic nation were obviously of prime importance to the peace and stability of the world It was apparent however that the ultimate success of the effort would depend on solution of the great problems with which India was faced Many of them such as poverty and illiteracy were problems centuries old Others were born of the independence struggle itself—like the resettlement of millions of refugees and the readjustment of the Indian economy to partition and to freedom

The Foundation which was at that time considering how it could contribute to the development of newly independent nations saw that by assisting India s own efforts for advancement it might find unique opportunities to be of service and through helping the Indian people further a common objective the strengthening of democratic processes and the bolstering of peace

For this reason Paul Hoffman then President and Director of The Ford Foundation was glad to visit India in August of 1951 at the invitation of the Prime Minister to discuss the possibilities of financial assistance

Since its resources as a private organization were limited the Foundation could not help India in its great physical development schemes such as irrigation and river valley projects nor would such assistance be in keeping with the character and objectives of the Foundation The Foundation felt that its assistance should go if the Government agreed to programs dealing directly with the welfare of the people

In its Five Year Plan of development the Government had outlined proposals for meeting its welfare problems through a series of programs

of remarkable boldness and scope exceeding anything undertaken by a democratic government in many years

It was the Foundation's belief that because these national programs would be integrated into India's long term development plans and administered by the multiple facilities of the Government its limited aid if given to these programs could benefit a far wider area and a far larger number of people than would otherwise be possible The Foundation also hoped to assist the Government to reach its objective of giving an administrative structure to its welfare services which would not only make them more effective but would ensure that they would become a lasting contribution to the progress of the Indian people

After consultation it was mutually agreed that the Foundation's assistance could best be used in two ways to initiate programs deemed urgent by the Indian Government for which financing by ordinary Government procedures might be delayed and to test out certain proposed development methods for which the Government could not readily release funds but on which it was anxious to get test results on a scale broad enough to prove their feasibility for national application

While Foundation supported programs in the beginning were concentrated almost entirely on agricultural development to help India overcome its then critical food shortage the Foundation is pleased that the programs today are of wider range It is also a satisfaction to know that the programs recommended by the Indian Government for Foundation assistance are considered to be basic to the country's development and will be continued after Foundation grants have been expended

Projects Receiving Foundation Assistance

Activities supported by The Ford Foundation in India include rural development development of small industry education public administration research and training and cultural interchange

With few exceptions all these activities are programs of the Government of India planned and administered through its Planning Commission and other appropriate ministries In giving funds to help launch these programs and carry them through their initial stages (usually three years) the Foundation acts on the basis of certain criteria To qualify for Foundation assistance a project must meet these requirements

1 Does the project contribute significantly to India's social and economic development and to the relief of India's major problems in human welfare

2 Is the project one for which assistance is not available from other sources and which does not duplicate the activities of other organizations?

3 Are adequate personnel and leaders available—or can they be trained—to assure a successful launching and balanced growth for the project?

4 Are there funds available from Indian sources to continue the project after Foundation assistance terminates provided the project proves its value and is not itself of a short term nature? Is the project one which can eventually be integrated into the Indian economy under public or private Indian financing and administration?

5 Are there available from Indian sources or from other private or public agencies operating in India the additional funds or technical assistance which may be needed to equip and implement the project fully but which the Foundation cannot provide?

METHOD OF FINANCING The method of financing is a simple one when a project is agreed upon by representatives of the Government of India and the Foundation as one appropriate for Foundation assistance a written proposal and budget are submitted to the Foundation in New York for consideration If approved payment of the grant is made directly to the Indian Government Typically the Foundation has undertaken to support a project for a period of three years It may pay all or most of the recurring and non recurring costs the first year one half the second year and one third the third year The Government usually the Center and State jointly meet the balance of costs the second and third years and carry full costs from the fourth year onward

Certain activities supported by the Foundation such as bringing to India representative samples of American art for the Second International Art Exhibition are individual and short term In such cases Foundation assistance is given as a grant for the specific purpose without any continuing commitment

The Foundation also has provided at the request of the Government special study teams or individual consultants to inquire into and make recommendations in a particular field such as small industry development or education In these instances the Foundation pays the travel and

other expenses of the specialists involved for the duration of the study period

The Foundation takes no part in administering any program of work financed in whole or in part by a Foundation grant Once it is agreed that a plan of work meets the purpose for which a particular grant was approved full responsibility for administering that program rests with the institution receiving the grant

RELATIONS WITH TECHNICAL ASSISTANCE PROGRAMS In formulating a program *The Ford Foundation takes into account the technical* assistance and economic aid programs of other public or private agencies in India Each agency assisting India s welfare has a special area of interest and competence in which it can make its contribution Wherever the programs or facilities of one agency may usefully supplement those of another and where such help is acceptable to the Indian Government the Foundation is glad to take part in cooperative approaches to a problem

In some instances Foundation supported programs draw upon the technical assistance facilities of other agencies in others the Founda tion activities themselves are specifically designed to supplement the pro grams of other agencies Thus at the time the U S Technical Coopera tion Mission was planning substantial assistance to community projects The Ford Foundation agreed with the Mission and the Indian Government that financing the rupee cost of training village workers for the projects was particularly suited to the Foundation s financial means and objectives

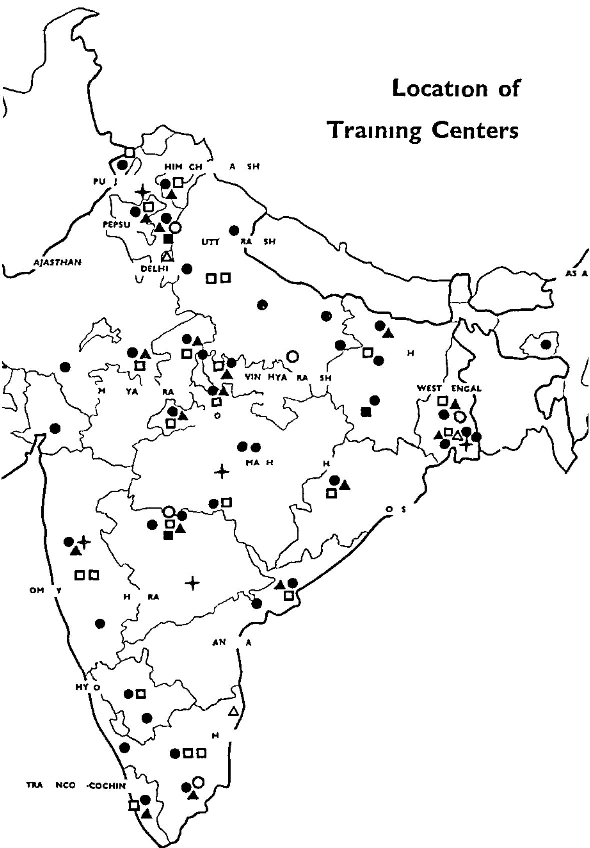
Similarly when a program which the Foundation supports is in need of special equipment or services which can best be provided by another agency public or private this supplemental help is often given Thus a World Health Organization specialist in health education may assist in the Foundation supported public health training centers And in some of the village worker training centers the U S Technical Co operation Mission has supplied at the request of the Government of India an extension training specialist and needed equipment such as jeeps and film projectors

In exceptional instances the Foundation has been asked to provide technical assistance But while the Foundation may assist with recruit ment the technical personnel are employed by the Government of India the State Government or the private institution receiving the grant and paid out of Foundation funds specifically allocated for the purpose As a rule the Foundation does not operate or employ technicians for the opera tion of any program

THE FORD FOUNDATION OFFICE IN INDIA The office of The Ford Foundation in India is at 32 Ferozshah Road New Delhi 1 The staff consists of three Americans the Foundation Representative the Deputy and an Executive Associate and an Indian secretarial and office staff of seven In addition from time to time consultants in special fields have been brought to India at the request of the Government for assignments of from two months to one or two years In the past few years the Foundation has for instance brought individual consultants in the following fields program assessment and evaluation rural credit public administration public health home economics extension education and small industry



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Location of
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Women Extensıon Workers

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RURAL DEVELOPMENT

RURAL DEVELOPMENT



THERE were in 1951 many serious human problems which in the opinion of the Indian Government demanded immediate attention

Most crucial and overriding however was the problem of hunger In 1951 and for the previous four years drought and its resulting famines had afflicted vast areas

Purchases abroad of urgently needed food were placing a heavy drain upon India s resources—resources that were needed with almost equal urgency for the internal economic development which could raise living standards and provide more employment opportunities It was clear that until the food shortage was well in hand and this major cause of tension eased it was impossible to devote adequate resources and attention to other sectors or expect adequate response

What was needed was a program which in the short term could increase food production to prevent recurrent shortage and over a long term raise rural living standards and bring to India s village people the means the stimulation and the opportunities for advancement

An intensive rural development program based on successful experiments in Etawah and elsewhere had been drawn up by the Planning Commission to accomplish these results and given top priority under the 1951 preliminary Five Year Plan

The Foundation was strongly impressed with the Government s view that any long term planning for India s social economic and human advancement must start with an intensive effort to improve the conditions of Indian villages The possibilities of this nationwide program were so great and its rapid success so crucial that during its first two years in India the Foundation devoted virtually all its India funds to its support

The Foundation s initial assistance in the rural development program went to the 15 pilot projects which the Ministry of Agriculture proposed as the first broad scale test of the extension project method to determine whether this method should be programed on an India wide basis

Aside from these projects the Foundation has given most of its support in rural development to the Government s programs for training men and women at all levels for rural development work

The largest single activity and perhaps the most well known is the training of the multipurpose village workers required for the pilot projects the community projects and later the National Extension Service

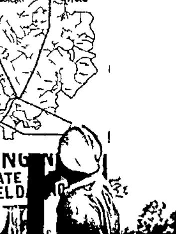
The second activity is the training of certain specialized non agricultural workers needed for balanced village development—the social educationists the public health staff of the rural projects women extension workers and village blacksmiths and carpenters

Leadership training the third requirement has been undertaken on both a long and a short term basis The long term job consists of strengthening and developing extension training in India s agricultural colleges the short term job of training project executives and supervisory personnel

already at work in project administration by means of short term training courses and regional workshop conferences which can give new skills and insight for the vast and new task of administering comprehensive rural development

Other programs in the broad field of rural development in which the Foundation has had a deep interest and to which it has contributed support are the study of the pressing problem of rural credit the development of an all India agriculture information service and the formation of an agency for the essential task of evaluating on a continuing analytical basis the methods and progress of the rural program

While the Foundation has now moved to assist India in activities other than rural development it is continuing to give the rural program practical and warm support in the sustained conviction that this program already achieving signal success will make a vital and dynamic contribution to the advancement of India s village people



PILOT EXTENSION PROJECTS

IN 1951 the community project method was still untried on any but a limited scale While the schemes of intensive rural development drawn in the Five Year Plan and given top priority by the Planning Commission had been based upon experiments at Etawah at Sevagram in the Firka development scheme in Madras and elsewhere these experiments highly promising and successful as they were had been relatively small and isolated efforts The Planning Commission felt that before the rural development program should be undertaken on a nationwide basis experiments should be made on a wider scale to find the answers to some basic questions

Could a nationally organized village to village extension service for instance help India produce more food on village farms? If so what were the best extension methods and how should the work be organized? Would villagers in all areas cooperate as they had done in Madras or Etawah with support and enthusiasm for new methods and new ways?

To get the answers on sufficiently broad basis it was agreed to launch fifteen pilot projects in fifteen States throughout India Areas were chosen where because of adequate rainfall or irrigation facilities the most substantial results in increased food production could be expected Each project would comprise roughly 100 villages and a minimum of 50 000 people

Administration and direction of the projects was placed in the extension division of the Ministry of Agriculture working in co operation with the agriculture departments of the fifteen States The U S Technical Co operation Mission at Government request furnished an extension adviser to many of the projects The Ford Foundation granted funds to carry on

the projects for three years with Center and State financial support assured for five years Supplementary aid came from India s Grow More Food campaign funds

Emphasis in these pilot projects was deliberately and almost wholly on agricultural extension and development Some cooperative help in health education public works and farm credit facilities from appropriate State services in the area was planned but not on the intensive organized basis provided in the later community projects In practice moreover this cooperation varied from a little to a great deal Pilot project budgets were roughly one fifteenth those of later community project areas which were of equal size

Agriculture was stressed in order to determine as rapidly as possible how to help villagers increase their crop yields per acre Three main lines of attack were agreed upon The first was to get villagers to use better farming methods such as crop rotation soil fertilization sowing seed in rows using composts and green manures and conserving soil and water The second was to encourage the use of improved varieties of seed for higher crop yields The third was to introduce the use of improved bullock drawn and hand implements to replace archaic and inefficient tools such as the *desi* plow Another purpose was to get more land under proper cultivation either through land reclamation the construction of wells and minor irrigation works or the encouragement of soil conservation

The projects also hoped to improve the quality of farm cattle through better breeding veterinary services and rinderpest control to encourage the planting of fruit trees introduce better poultry and develop farm cooperatives for selling seed implements and fertilizers

The development method tested in the pilot areas was a village to village extension service which was then wholly new as a nationally organized Government activity in India It was carried on by a new type of Government servant the multipurpose village worker Each village worker had under his care five to eight villages He lived in one of them and bicycled to the others on regular visits The village workers were especially trained for the job at newly established training centers and used methods basic to extension service demonstrations of new implements and methods sowing of demonstration plots with improved seeds and methods and patient personal contact with villagers and village leaders to encourage adoption of new methods

For the final test of success in the pilot projects was not whether Government officers could *force* villagers to use new methods and implements but whether by making available the means of improvement by

making clear the benefits of change *by helping the villagers to help themselves* they could awaken the villagers desire for improvement If the pilot projects could produce such a response the success of rural development as a means of national progress was assured

The projects got under way beginning in April 1952 and the majority of them were in operation before October Supervisory personnel—an average of seven for each project—were drawn from organized agricultural services of the States and Center While few of them—and few village workers—had had training in extension work it seemed more important to take advantage of the *kharif* (rainy) season and to test the validity of the project extension method as rapidly as possible Many projects had to function for some time without their full staff complement

It was originally proposed to maintain the projects for five years on a pilot test basis But results obtained in some projects by the end of the first *kharif* season and by the end of the first year in others confirmed the hopes of the project planners that a village to village extension service backed by Central and State resources would open the way to solving India s two greatest problems—increasing food production and stimulating the advancement of village people

Not every project was an unqualified success Indeed the poor results of some projects were as instructive as the outstanding results of others As the projects continued for instance careful evaluation made it clear that success depended on having a full time project officer for each project The more successful projects were those which did not concentrate on agriculture alone but conceived of village development as a *whole* —health education communications credit facilities *and* agriculture in short agriculture extension produces its best results when backed by every resource and facility of the Government and when adequately staffed and financially supported for development work as a *whole*

It was unmistakably proved in all projects however even in those whose success was limited that given the means the opportunity and the leadership of a village to village extension service the Indian villagers desire and will to advance can be lastingly and productively awakened In all project areas the eagerness of the villagers to try new methods seeds and implements to become model farmers to learn to read to build schools roads and wells exceeded the highest expectations

Results in a single project—that in PEPSU Bhadson—are a good example Two years after the project s start in April 1952 more than 10 000 acres of former waste and jungle land had been voluntarily cleared plowed and planted by the villagers Aided by an able land consolidation

program of the State Government farmers had willingly exchanged their fragmented uneconomic plots for single workable farms even when this meant as it did for some shifting to new homes and clearing waste lands More than 560 new wells had been sunk by the farmers to irrigate the cleared lands many powered by diesel pumps Brick kilns set up every four to six miles in the project area were being kept busy providing bricks at controlled prices for new wells and farm dwellings

The area s total acreage under cotton had been virtually doubled and almost all of it had been sown voluntarily to a new improved variety of long staple cotton which replaced the old short staple low yield *desi* variety Improved sugar cane fertilizer bullock drawn plows seeders and cultivators were in use on farms throughout the area There were 33 model farms on which the owner voluntarily devoted his entire land and effort to using improved seed varieties implements and methods A new veterinary center had opened and 10 000 cattle had been inoculated against rinderpest and hemorrhagic septicemia A Government subsidized cooperative was supplying improved seeds plows and fertilizers

In 28 farm youth clubs nearly 400 boys were learning new ways of farming and caring for farm animals There were eight model villages in which wells lanes cattle stalls and drainage ditches were made and kept *pucca* clean and sanitary by the villagers Sixty four hundred people had been vaccinated against smallpox and 4 800 homes sprayed against malaria Apathy suspicion and the universal human reluctance to change were yielding to the hope and reality of advancement

It is a tribute to the intensive and conscientious efforts of the planners supervisors village workers and the villagers themselves that the projects were so rapidly able to prove their value yield their important lessons and make a basic contribution to the development of India s rural people

The success of the pilot projects has led directly to the strengthening of the community projects program and to the inauguration of the National Extension Service which has been called one of the most significant steps forward in India s development

Foundation assistance to the projects ended on March 31 1954 a year earlier than expected following a decision to incorporate the projects into the National Extension Service

Amount of grant $1 200 000



VILLAGE EXTENSION WORKERS

THE type of worker needed in the village projects was a Government servant new to independent India He had to be a man not only willing but trained to work with villagers on village farms to go into the fields and show not merely tell the villagers how a new plow worked how to fertilize a paddy crop or how to build a soakage or a compost pit Above all he had to be devoted to the service and understanding of the village people to inspire their confidence to arouse their enthusiasm for improvement to help them not by command but by persuasion to help themselves

On the Government s ability to find and train such village extension workers rested the whole success of India s rural program The Government needed not one of these men or a dozen but thousands The National Extension Service alone estimates that it will require nearly 12 000 workers by 1956

In 1951 few facilities or schools existed which could train such a corps in sufficient numbers Before the pilot development program could begin specialized training centers had to be set up The Agriculture Ministry proposed originally to establish five but even before these got under way the larger community projects program was launched requiring a minimum of 1 700 workers in less than a year Thirty four centers were put in operation Today there are 43 (see map page 21)

The six month training course devised for the village worker is unique not only in India but in extension training around the world He is first of all trained as a *multipurpose* worker—to know not only agricultural methods but public health sanitation animal husbandry pest control and the teaching of literacy But above all his training is designed to

accomplish four things (1) to instil an understanding of rural development and its significance to India (2) to develop the spirit and philosophy of service essential to help villagers help themselves (3) to provide first hand experience in applying extension principles and methods to day to day situations and (4) to teach him how to put his technical knowledge to the direct use and service of village problems

The villagers needs their culture the ways of approaching them and servicing their needs are the focus of every lesson As one teacher in Bakshi ka Talab the training center near Lucknow told his pupils The villager is our master We must look up to him revere him as though he were a god For it is only those whom we think above us whom we can serve

Emphasis is on practice training in the villages virtually every training center is located near a development project or extension block Classes discuss the practical experiences the trainees have had in the villages and how to handle the actual village situations that arise Nearby project officers such as the veterinarian public health specialist or social educationist help instruct the trainees

Trainees live in a simple manner which will prepare them for living and working in the villages They usually act as their own servants keeping their quarters and mess kits clean sweeping and tending grounds and buildings Sunrise prayers many of them prayers of dedication to the service of the villagers and Indian people begin the day

Simple quarters for staff and trainees are furnished by the Center and States Food costs and individual trainee expenses come out of a monthly stipend of Rs 50 which is paid to the trainees during their six month course from funds granted by The Ford Foundation Staff salaries and maintenance are al o met by the Foundation grant

Many doubted that educated young men would apply for training and jobs as village workers Actually applications for training run five to ten times higher than the number of positions to be filled At one center 4,500 young men recently applied to fill 100 positions Usually the workers are matriculates though one third have had some higher education and a fifth are below matric level More than 7,200 village workers have passed through India s training centers or are now under training

Systematic study is needed however and is now being planned to determine just what qualifications and training methods lead to most success in village work Training center principals have recommended that trainees should be at least matriculates of or preferably have a diploma from an agricultural school

The Government is now providing trainees with a broader technical

background in agricultural sciences Now underway is a program for adding alongside 22 of the training centers basic agricultural schools which will give a 12 month course to be taken prior to the six month extension course Similar basic training will be provided by agricultural schools

Training of supervisory personnel for project areas has been an auxiliary and specialized function of the training centers One center at Sindewahi in Madhya Pradesh has been devoted exclusively to a specialized three month course in extension methods Others generally have had two or three supervisors taking training along with the village workers Altogether nearly 1 000 of these administrative level extension workers have been trained by all centers as of November 1954 To meet the rising demand for supervisors plans have been made to set up at 17 of the original 34 centers a two month extension course with a specialized training staff The States and Center are jointly sharing the costs of this new program

All training centers are run by the Central Agriculture Ministry with the Directors of Agriculture and Development Commissioners in the States concerned Each center is in the charge of a principal and teaching staff of five to nine persons depending on the number of trainees At the request of the Government and the several States the U S Technical Cooperation Mission has provided an extension training specialist for some centers and equipment such as jeeps and demonstration materials for all The Foundation has supplied each center with a small library of books on extension methods and has granted to the Agriculture Ministry funds to operate 29 of the centers for four years and the remainder for three years

Amount of grant $1 873 485



SOCIAL EDUCATION ORGANIZERS

THE village worker by winning village confidence and by personal persuasion can get individual farmers and even groups to try a new plow to build a school or road or to attend literacy classes But to get cooperation and enthusiasm for change from the village *as a whole* is the only way to bring about lasting progress It is not enough for example that a few villagers attend literacy classes The village itself must set literacy as a desirable goal and regard illiteracy as unacceptable Bringing about this type of basic cultural change is the ultimate purpose of the entire rural development program and thus the ultimate test of its success

Specialized training and skill beyond the scope of the village worker however are needed to do this all important job and early in the rural program project staffs began to realize the need for experts in the relatively new field of social participation and education It was felt that a social educationist trained in human relations in ways of stimulating group participation and in understanding of village culture should be recruited to direct the community project staff and serve as a technician in literacy education

In April 1953 therefore under the active leadership of the Community Projects Administration five centers were established to train social educationists specifically for village work They are at Gandhigram (Madras) Allahabad (U P) Himayatsagar (Hyderabad) Sriniketan (West Bengal) and Nilokheri (Punjab) The Foundation made a grant for a period of three years A second grant was made in the spring of 1954 to expand facilities and staff so that each center could double the number of people in training to meet the growing need for social education organizers in the National

Extension Service Under this expansion program a new center in a tribal area is also being added to provide specialized training for social education organizers assigned to tribal peoples and women social educationists are being given opportunities for intensive training in work with village women

Except for Nilokheri and Hyderabad the centers opened as new divisions of established training centers and schools which had had experience in preparing men and women for welfare service in India and had rural project areas nearby for practice training Each center has facilities to train some 50 students per course During the five month course trainees are paid by the projects to which they will be assigned

In many ways training in social education is the most difficult job under the rural development program since the curriculum must deal far more with human than with factual material

Training center principals however are urged to keep courses and instruction methods under continual review and make the adjustments necessary to live up to the practical objectives of the program These objectives as worked out by the training center principals and the Community Projects Administration staff are

1 To provide training in the theory and application of basic principles of social organization and reconstruction in villages with special reference to the community projects program

2 To provide practical training in techniques of all round village reconstruction emphasizing methods for arousing and sustaining villagers interest and participation in self help programs and in active and creative citizenship in a democracy

3 To provide practical training in techniques of organizing and conducting adult literacy programs cultural and recreational activities organization of rural libraries effective use of audio visual aids and other methods of informal education

Early experience in conducting the courses indicated a continuing need to focus the training on practical work using the villages as laboratories rather than the classroom The centers have now brought project workers in from the development areas as short term instructors who teach on the basis of practical village experience The regular teaching staff is also given in service training to keep it fully up to date on new methods and materials

By late 1954 five hundred and twenty six social education organizers had been trained or were under training at the centers and over 300 already at work in the community projects As they become more and

more fully blended into the project organization and program these specialists are playing a more and more important role in stimulating healthy cultural change in the villages and in awakening the basic desire for advancement which is the only lasting source of human progress

Amount of grant $375,363



RURAL PUBLIC HEALTH WORKERS

THE question of how to raise the health and sanitation standards of the villages had been a thorny one in the project areas Providing complete medical facilities in every village was impossible from the point of view of both staff and financial resources

What could be provided however was a limited program of *preventive* medical care The diseases which take so heavy a toll of Indian villages such as malaria smallpox cholera typhoid tuberculosis are largely preventable and in general the methods of prevention—vaccination sanitation DDT spraying—are simple inexpensive and need only a very small professional staff

The success of preventive medicine however depends almost entirely upon the support and cooperation of the people—upon their willingness to build a sanitary well and keep it clean to bring children in for smallpox vaccination to build soakage pits to replace open drains to adopt sanitary latrines The key to arousing this popular support lies in health education

The Health Ministry and the Community Projects Administration felt therefore that the health officers and workers assigned to each project should have special training in public health education in the practical public health and sanitation problems of the villages and the ways to win village support in solving these problems It was also felt that each project should have in addition to its minimal health staff a specialist in public health education who would guide and direct the health activities of the multipurpose village worker channel to him the recommendations of project health officers and assist independently in getting village support

for improved health practices and sanitary measures

Since however no institution offered the needed training the Ministry of Health set up with a four year grant from The Ford Foundation three regional centers for training in public health education The first of these the Singur Health Center in West Bengal opened in mid November 1953 The other two—at Poonamallee (Madras) and Najafgarh (Delhi)—opened early in 1954 The World Health Organization provided a specialist in public health education for Singur and the U S Technical Cooperation Mission is making specialists available to the Central Ministry

These centers have a four fold assignment (1) to provide specific training in health education for the health or sanitary inspector now assigned to the projects (2) to provide training in extension methods and village health problems to all the public health staff of the projects (3) to provide in the village practice in actual health problems for the instructors now teaching public health in the 43 extension training centers and (4) to train a corps of public health educationists for the project areas The in service training course for instructors is of two months duration

These centers have only recently started and the number of trainees taking the two month course is as yet very small In an effort to strengthen this vital training program so essential to India s rural progress there is now under discussion a plan to recruit intermediates or college graduates with a background in education and social work for training as public health educationists The training of the sanitary inspector in each project area is also being broadened to help him take on educational as well as health inspection functions

The need for better village health remains a large problem in India s rural development With growing awareness of the way that public health education can help meet this need these three training centers should be used to the full and their trainees take an increasingly recognized place in the project areas

Amount of grant $353 105



RURAL PUBLIC HEALTH WORKERS

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problems the training centers are not being placed in urban domestic science colleges They are being created as separate wings of the village worker training centers where the trainees can do continual practice work in the villages Twenty five of these wings one in each major State are now being established and will open for training by June 1955

In each of the home economics centers the training hall and the hostel accommodation for 20 trainees are taking the form of a model village The Ministry of Agriculture realizing the exceptional opportunity provided by these centers to demonstrate model housing established in August 1954 a housing committee to find out by study and consultation in each region the needs and recommendations for housing appropriate in each area As a result of this study the hostels in each center are being built as model village houses the training hall is being designed as a combination model village school and community hall In each center moreover to bring real village problems constantly before the trainees the wives of five village workers will be associated with the trainees and work with their husbands in man wife teams in the training area Trainees are to be women who have reached matric or a higher level of education During their six month course the trainees—25 to each course—will receive Rs 50 monthly

The women principals for the 25 centers are themselves taking a specialized training course in village home extension work preparatory to taking office They are being given one month s orientation at Allahabad Institute in village problems and home extension work a two month study tour in Hawaii and Japan followed by four months of intensive home extension training at Allahabad Institute the Kasturba Training Center at Indore and the M S University of Baroda The U S Technical Cooperation Mission has granted funds for the tour to Hawaii and Japan Foundation funds carry the training costs at Allahabad Indore and Baroda

To direct the program from the Central Government a leader in home economics is being appointed in the Central Food Ministry Her office will form the small nucleus of India s first national home extension department

Amount of grant $618 000



WOMEN EXTENSION WORKERS

IN agriculturally advanced countries home extension work for farm women is a key part of the rural extension service In these countries it is generally accepted that educating rural women has a great deal to do not only with raising living standards of single families but in winning the support of the whole village for change and improvement

Largely because the early emphasis of the rural program was placed so heavily upon agriculture and in part because the concept of women s extension work as a Government organized service was new to India no program for women was originally planned as a project activity

By early 1954 however experience in the projects had shown that in India as in other nations a rural program intended to advance village people must include all of them Experiments in home economics extension work by a few women village workers and by man wife village worker teams at Allahabad (see page 46) had shown that such work would be accepted by village women

In May of 1954 therefore the Planning Commission and the Agriculture Ministry initiated a training program to prepare women for village work in the community projects program and the National Extension Service The training program was placed under the general direction of the Central Ministry of Food and Agriculture and The Ford Foundation provided support for a three year period The long term purpose of the program is to make one trained home economics extension worker available for every multipurpose village worker in the project areas

Since the training course must be devoted to village needs and

farm tools of more efficient design for sale to villagers how to construct improved equipment to modernize their own smithies for more efficient quality production In the housing construction course the village worker trainees will join the artisans for specialized study so that when the trainees go out as extension workers to development areas they will have some basic knowledge of better housing and how it can be built

Each course which will last 12 months will include 20 artisans Some of the students will be established craftsmen others will be selected as apprentices to receive their first training Since the trainees cannot earn a normal income while in training each will be given Rs 30 per month for the duration of the course Each trainee must agree to carry on his trade when he returns to the village and plans are being considered to loan good equipment to successful trainees for their village workshops The cost will be repaid over a period of years

The chief instructor at each center is a trained agricultural engineer drawn from one of the States To take charge of the entire program in the Center the Agricultural Ministry is recruiting from Japan a technical specialist in agricultural engineering with extensive experience in village agricultural crafts

Amount of grant $407 575



VILLAGE BLACKSMITHS AND ARTISANS

IN every village the local blacksmith and carpenter are the village service men for farm implements They are also the sole manufacturers of farm hand tools As a result these artisans are the key men in any effort to get villagers to use more efficient plows tools and other farm implements Village workers are introducing these better tools with growing success But in the long run the villager s continued use of a better plow or harrow depends almost entirely on whether his local blacksmith can properly repair or service it His use of more efficient hand tools depends wholly on whether the village blacksmith and carpenter can and will manufacture them

Similarly in the many efforts being made to introduce better housing in the villages success depends on the village artisans who build houses and how much they know of improved house design and better construction methods

The Ministry of Agriculture with the support of the Planning Commission have therefore initiated a unique training program for village blacksmiths and for carpenters and artisans Twenty specialized centers for training these village craftsmen are being set up at 20 village worker training centers and will include workshops with the improved equipment recommended for village use The hostels in many of the centers are like those of the women s extension centers being constructed as model village housing units as a demonstration of improved design and construction methods

The centers which are scheduled to open early in 1955 will offer three types of instruction to the blacksmiths how to repair the improved farm implements which have been approved for the area how to make hand

farm tools of more efficient design for sale to villagers how to construct improved equipment to modernize their own smithies for more efficient quality production In the housing construction course the village worker trainees will join the artisans for specialized study so that when the trainees go out as extension workers to development areas they will have some basic knowledge of better housing and how it can be built

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AGRICULTURE COLLEGES

IN the long run a competent extension service depends on dynamic extension training in the agricultural colleges A plan to strengthen India s agricultural colleges and to develop in them for the first time strong extension training departments has been an integral part of the Government s rural planning India s agricultural colleges have not lacked capacity to train agricultural *technicians* They have lacked facilities for the *extension training* which focuses technical and academic studies wholly on the practical solution of actual farm and village problems If India could provide such training it could the Government felt build up over a period of years a highly trained corps of potential project executives extension specialists and teachers to bring informed and dynamic leadership to the development program

The Ford Foundation as one of its earliest grants made $420 000 available to the Agriculture Ministry to develop extension wings or departments in selected agricultural colleges Under criteria worked out by the Ministry of Agriculture jointly with the Foundation five colleges have now been chosen and will receive assistance over a three year period The five are West Bengal State Agricultural College Tollygunge West Bengal College of Agriculture Nagpur Madhya Pradesh College of Agriculture Poona Bombay College of Agriculture Hyderabad and College of Agriculture Ludhiana Punjab Allahabad Agricultural Institute was given a specialized grant for an experimental extension program

To receive grant funds each of the five colleges agreed to these general principles and program (1) that it would establish a new department of extension headed by a person of high competence and staffed with

an extension training officer instructors in extension methods and social sciences and a social scientist for evaluation work (2) that it would organize close to the college a village development area for in the field practice training for students (3) that it would request at least one experienced American extension worker to teach and guide extension work in the development area for a period of two years and (4) that it would send two Indian instructors to the United States for intensive training in extension work and social sciences The colleges give extension courses to the college students of agriculture and short courses for farmers sons in their region and for selected groups of local primary and secondary school teachers of agriculture

The agriculture colleges in West Bengal and Nagpur were among the first to get started opening their extension wings in the early autumn of 1953 The Bengal practice training development area of 65 villages covers 45 000 people Extension training for the students includes conducting demonstration farms in the practice area holding agricultural demonstrations of new implements and improved cultivation methods and running a mobile veterinary dispensary in the villages

The West Bengal College has already graduated two classes of farmers sons from a three month short course and two classes of rural school teachers of agriculture from six month courses Classroom instruction in extension methods for the agriculture students of the college started in Bengal in September 1954 the other colleges are now carrying on or developing similar programs

Allahabad Agricultural Institute an agricultural mission college now completely under Indian direction was selected by the Agriculture Ministry and The Ford Foundation late in 1951 to initiate an experimental demonstration and training program in extension education The Institute had started a small extension department some years before and with this as a nucleus could rapidly expand for demonstration purposes The Foundation made a grant of $440 000 for the work

The experimental program as determined by the grant agreement consists of three parts First the Institute set up a rural development project in a nearby area to test and develop extension *methods*—that is to test the most effective ways to reach villagers and get their cooperation for improvement Second the Institute has undertaken a broad extension *training* program for its regular agriculture and home economics students for special outside groups and for the village workers in the Institute s test project Third the Institute is preparing and testing extension *materials*



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such as booklets posters film strips and a rural radio program that can be used effectively in village work

The Institute s program met an immediate need At the request of the 34 principals of the village worker training centers for instance all extension instructors at the centers received a three month training course at the Institute Agricultural workers from the States rural missions and cooperative societies have been given similar assistance The social education training center set up at the Institute in the spring of 1953 has been greatly strengthened by the Institute s extension training facilities and the Institute s agriculture and home economics students are the first in India to have organized extension studies and practical training

Especially valuable has been the Institute s experiment in the training and use of man wife extension teams for village work Living in the villages bicycling from farm to farm often with their baby in the handle bar basket these man wife teams—of which there are now nine—have proved to be one imaginative answer to the problem of working with village women and the family as a unit They have also gained the acceptance of women village workers in rural areas where a woman operating alone would meet very real difficulties It is on the basis of this experiment that the new home economics extension training centers (see pages 40 41) are to train some man wife teams

In its development of extension materials the Institute has prepared a village newspaper a series of simply written booklets covering a host of rural subjects from how to grow mangoes to how to prevent malaria and posters and film strips on similar topics Samples of this material are sent to directors of community projects all over India and to other agricultural training centers and extension departments in the States

The Institute has also developed a village radio program which features tape recordings of dialogues between village workers and farmers village songs and special features for women and children The Institute has placed 59 radio sets in its project area to test how such a program can help introduce new ideas and awaken village participation in rural self improvement

Through the U S Technical Cooperation Mission the Institute has been strengthening its practical research and extension training work under an exchange relationship with the University of Illinois (U S A) In exchange for five Allahabad faculty members now at Illinois a trained Illinois extension worker a specialist in agronomy and in animal husbandry and a home economist to head up the Institute s home economics department have all been helping relate the Institute s program and curriculum

more and more closely to the actual practical needs and problems of the Indian farmer

At the time of the Foundation s initial grant for an experimental extension program the Foundation as an exception from its normal policy made a slightly larger grant ($500 000) to help the Institute erect adequate buildings to take care of its expanding activities This program now includes a biology building a chemistry and administrative unit and a new building for the Institute s home economics department The buildings with their planned combination of classroom and laboratory facilities will it is felt help set standards for equipping other Indian agricultural colleges

Total of grants $1 360 000

PROJECT EXECUTIVE OFFICERS

MOST of the administrators and officers chosen to direct the community projects and the National Extension Service already had a background of administrative work within the Government service Their new responsibilities however required what was in effect a wholly new outlook on village and farm problems and a new extension approach to village people Very particularly needed was an enlarged understanding of the importance of human relations in rural development and of the means of administering a community project by cooperation rather than by command to elicit from villagers and also from the project staff the greatest mutual effort

The Community Projects Administration therefore proposed a specialized short course for project officers and administrators to train them in new techniques and approaches In the spring of 1954 three regional centers at Nilokheri Ranchi (Bihar) and Hyderabad were set up and began their first training courses Both at Nilokheri and Hyderabad the centers are additional units alongside the village worker training centers The Ford Foundation has financed administrative training over a three year period

Each center is equipped to handle groups of 30 trainees at a time each group for a six week course The course in brief consists of study of the purposes organization and operation of the community projects and National Extension Service instruction and in the village practice training in social education extension methods and materials instruction and group discussion on the human relations problems of project administration

The training course is carefully keyed to the actual work the project officer must do on his job and to the actual problems he will face—from working with village leaders to securing the joint cooperation of the project staff to the actual administrative and budgetary machinery of project operation

After the project officers complete their training they meet for a five day work conference with top level administrative staff of the State and district community projects and National Extension Service to discuss the human and administrative problems of operating rural projects Following this conference during the five week period between training courses the instructors visit the projects to see their trainees on the job There in day to day discussion of problems of administration and of approach to village people the graduates get on the job training and the teachers themselves are kept in that contact with actual field problems which will make their training courses more specific and useful

Amount of grant $204 000



REGIONAL CONFERENCES FOR PROJECT EXECUTIVES

AS its program progressed the Community Projects Administration felt an increasing need to bring project officers together on a regular basis to discuss mutual problems of administration and programming to share and compare experience to clarify central policy decisions and provide continuing leadership It was decided that such conferences could best be handled on a regional basis and The Ford Foundation granted funds to help meet travel and administrative expenses for 12 such meetings

Five conferences were held between November 1953 and April 1954 and attended by project executive officers block development officers chief social education organizers Development Commissioners and their deputies—plus representative village extension workers The conferences were in every sense work conferences With formal speeches held to a minimum all participants were assigned to workshop groups where each had an equal opportunity to put his problems and experiences before his fellow workers for discussion

The conferences have proved rewarding both to the Community Projects Administration and the participants They have provided opportunities for exchange of ideas among different branches of the development program and given field workers a personal contact with the thinking and experience of its senior administrators Each conference drew up recommendations and conclusions on practical questions of project operation that have guided project administrators and raised important administrative issues for discussion at the subsequent all India meetings of Development Commissioners

Amount of grant $37 895



EXTENSION DIRECTORS STUDY TOUR

EARLY in the planning of the extension service program it was felt that the men charged with this new responsibility would find value in a study of the experience of other countries Following discussions with the Agriculture Ministry The Ford Foundation early in 195[illegible] granted funds for 24 of the newly appointed State Extension Directors the Joint Director of the Agriculture Ministry and the Central Extension Commissioner to undertake a two month study tour of the extension services in America and Japan

The tour was carefully designed in cooperation with the U S Department of Agriculture and the Japanese Agricultural Improvement Bureau to give the directors special first hand study of extension principles and philosophy extension techniques the organization of extension services and extension training extension work for farm women and farm youth groups and in the United States the organization and function of the land grant colleges which serve America s rural people and train men and women extension workers

The American part of the tour included study sessions at the extension division of the U S Department of Agriculture in Washington at land grant colleges and agricultural research stations farm to farm field trips with American extension and home economics workers and study of farm youth groups In Japan whose extension service is a good example of one adapted to Asian needs the group made special study of the land reform program the four year old agricultural extension program for small land holders and the progress in simple mechanization of Japanese farms

While it was not intended that the extension directors should apply foreign extension techniques to India the tour did give them insights into the basic principles of extension work that will directly benefit India s rural program The most important of these according to the directors is the fundamental extension principle of helping people to help themselves of stimulating the desire and ability to change rather than commanding that changes be made—in short the understanding that extension is essentially an educational process Another important principle that impressed the study group is the need for a family approach to rural development that is for working with farmers wives through a home extension service and with farm youngsters through rural youth organizations Many of these principles have already been adapted to Indian use Several of the States notably PEPSU Uttar Pradesh and Mysore now include some work with farm youngsters and a training program for women s extension work is being launched on a national basis (see pages 40 41)

Amount of grant $117 430



EXCHANGE OF FARM YOUTH

ONE of the activities in which The Ford Foundation has been particularly happy to assist is the exchange of Indian and American farm youth for study and work tours on farms in either country

The International Farm Youth Exchange is a program of the 4 H Club Foundation of America a national organization of farm youth The main purpose of the international exchange is to further understanding between the farm youth of many countries and to encourage the development of farm youth organizations The Ford Foundation has in 1953 and 1954 made grants to the National 4 H Club Foundation to help finance exchanges between India and the United States Fifty five Indian young people have now gone to the States to live and work with American farm families for six month periods and 20 American farm youths have come to India

The Indian farm youth are selected by the Ministry of Agriculture with the approval of The Ford Foundation and the Agricultural Counselor of the American Embassy in India

The young American farmers are selected by the 4 H Club Foundation and the U S Extension Service Both groups are chosen for maturity adaptability and readiness to learn and are oriented to their host country s customs and agriculture before they start

The young people not only live and work on farms as members of farm families but help bring increased understanding of their home country The 1953 Indian farm group in America for instance made more than 2 000 speeches about India in meetings via radio or television or at State or County agricultural fairs (melas) Ten of the group spoke to crowds of

over 1 000 people The young American farmers in India in their turn addressed many Indian groups about the United States and its farm and family customs As they go back to their homes both groups also use every opportunity to discuss for the benefit of their local communities the people and problems of their former host countries

This exchange has not only helped international understanding it is also helping to develop farm leaders The Indian farm youth for instance have brought back much new knowledge of farming methods which can increase crop yields and living standards in Indian villages Many are especially enthusiastic about the 4 H Club and farm youth organizations they have seen and have shown a keen and active interest in helping start similar groups in India So great has been their interest indeed that in November 1954 the 1953 and 1954 groups of India IFYE s meeting in Delhi took the significant step of forming India s first rural youth associa tion with themselves as charter members and State organizers and Agriculture Minister Dr P S Deshmukh as the president



AGRICULTURAL INFORMATION PROGRAM

NO extension program is really complete without a good agricultural information service to back it up As new methods and better insecticide implements seeds and fertilizers are developed information about them must go to the extension workers and farmers

Early in the rural program the Indian Council of Agricultural Research organized a conference of Center and State officials and private commercial firms dealing in agricultural implements and supplie to help plan a national information program geared specifically to stimulating *increased food production* This conference was held in Lucknow in November 1952 To encourage attendance The Ford Foundation furnished funds to the Indian Council of Agricultural Research to cover the travel and living expenses of delegates Nearly 200 delegates and official observers and perhaps another 300 visitors representing a wide range of interest both in Government and in private industry attended

This conference the first of its kind in India made a real contribution in working out a basic pattern for a country wide agricultural information program The Center agreed to assume definite responsibility for organizing an information service and for assisting the States to carry out an information program The way in which private trade organizations could work with the Government especially in helping to distribute pamphlets posters and other educational materials was also clarified and *formalized for the first time*

As a result of the Lucknow Conference a stronger agricultural information service is now being developed The Indian Council of Agricultural Research has sharply stepped up its publishing program

and nearly 80 new pamphlets a rice news journal an agricultural and an extension newsletter film strips and flannel graphs have been produced The service has conducted a nation wide educational campaign on the Japanese me hod of rice culture and a more recent campaign on improved sugar cane culture The Ford Foundation has given assistance to two special information publications (see below) which the Ministry of Agriculture felt to be of important experimental value

Although progress in State information programs has been slow eight States have taken action so far on setting up agricultural information committees and training agricultural information officers four of whom have been sent out to the United States for study

Amount of grant $4 500

Farmers Monthly Journal Dharti ke Lal

Dharti ke Lal (Son of the Soil) an eight page two color monthly is designed to fill the need for a journal for newly literate village farmers

Prepared in Hindi by the Indian Council of Agricultural Research and sent to the States for translation into local languages the first issue appeared on October 2 1953 Hyderabad started its own language edition in 1954 and other States are expected soon to issue it in 12 other regional language editions

The writing and editorial presentation are styled simply for new literates the journal s editor prior to publishing the first edition made a study to select the basic 1 000 words in common use by villagers

A typical recent issue included such features as the success story of a Bombay farmer who by using the Japanese rice method raised 202 maunds per acre (against a local average of 12 maunds) an illustrated article on control of rats a humorous cartoon strip on rat control a farmer s personal report on how he saved his cattle from rinderpest articles on Kans grass removal and on raising better poultry rural jokes a poem and a question and answer column for villagers problems

Present circulation of the Hindi edition is some 8 000 copies It goes to all community projects and National Extension Service blocks to agricultural officers agricultural colleges cooperatives and similar groups Subscription costs are one anna per issue or 12 annas a year

Amount of grant $25 050

Guides for Village Extension Work

In the village worker training centers the trainees for some time felt the need of an illustrated guide to help them visualize and solve village problems To meet this need the Agriculture Ministry the Indian Council of Agricultural Research the U S Technical Cooperation Mission and the Community Projects Administration jointly agreed to publish a series of such guides in English and Hindi Eleven guides on subjects ranging from village health roads and living standards to recreation and community organization have now been prepared Ten thousand copies of each have gone to the training centers

In six to eight pages with two colors the guides rely largely on pointed illustrations to show rural problems in simple strong terms As an example the guide dealing with the importance of village roads shows how bad roads impede village progress how good roads can help how villagers can be organized to build better roads and maintain them

The Ford Foundation s contribution of $10 000 to the cooperative effort was charged against uncommitted funds originally granted to the pilot projects mentioned above



RURAL CREDIT STUDY

TO assist in another pressing aspect of rural development—the problem of rural credit for village farmers The Ford Foundation made available to the Planning Commission and the Agriculture Ministry a special consultant Mr Chester Davis to help the Government in its efforts to develop an effective rural credit program Mr Davis who was for ten years president of the Federal Reserve Bank of St Louis Missouri and closely associated with U S agricultural credit and development programs came to India in November 1953 Mr Davis recommendations for a credit program together with those of the Reserve Bank of India have now been published and are under active study by the Government



EVALUATION OF RURAL DEVELOPMENT

IN an effort so large and so crucial as rural development a continuing appraisal of methods and results and of the effects upon the Indian people was imperative The appraisal had to be an objective one systematic and dispassionate concerned not alone with statistics but with the human effects of the social and technical changes of the development process

At the very beginning of the rural program therefore the Planning Commission proposed that this kind of continuing and systematic evaluation of the program s methods and results should provide a constant guide and factual basis not only for future planning but for strengthening the projects as they proceeded

Specifically it was proposed that this continuing study should serve four purposes (1) to keep all concerned aware of the progress being made toward the program objectives (2) to point up the extension methods which prove effective and those which do not (3) to help explain why some recommended practices are adopted by villagers and others are not (4) to furnish insight into the impact of the community development program upon the economy and culture of India

Accordingly in 1952 the Planning Commission established the Programme Evaluation Organization which would function under the Commission with a full time director and a staff in 19 project areas The Ford Foundation granted funds for the program over a three year period and in December 1953 made a supplementary grant to support expansion and additional studies

The 19 evaluation centers have been set up throughout India to give a good cross section of project problems and activities Other areas are

being added under the Organization s expansion program Each local center is staffed by a project evaluation officer three regional evaluation officers coordinate the work of the local centers in their region All work is under the direct supervision of the Director of the Organization in the Planning Commission who works closely with the Community Projects Administration but independently of it

In May 1954 the Evaluation Organization made its first summary report of one year s operation of the community projects This report drew upon reports of the State Governments the Community Projects Adminis tration and the Development Commissioners as well as on direct surveys and studies by the evaluation officers It pointed up the strong and weak points of the organization and methods of project development analyzing staff program and results Similar summaries are being completed on a regular basis

In addition to such continuing appraisals the Evaluation Organization has in process studies on villagers knowledge of and attitudes toward community projects the economic and social conditions in the villages now under development—to be used as a measuring stick against which to gauge progress the increased use of superior varieties of cotton in the PEPSU pilot project (see pages 30 31) and its economic effects village groups and factions—to help project workers to understand and use effective approaches to village cooperation and leadership village health living levels and family income why villagers do or don t adopt new methods and the effectiveness of various extension techniques and project administrative organization and practices One study on Group Dynamics in a North Indian Village was published by the Evaluation Organization in May 1954 A particular ly important study now in process will analyze the entire training program for rural development workers

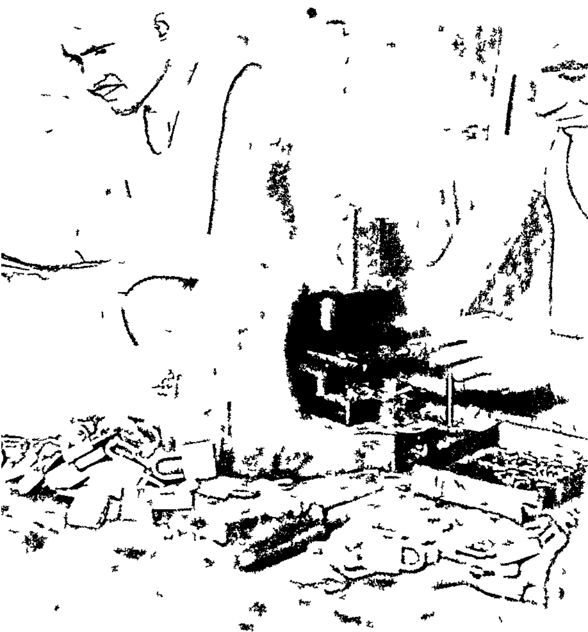
In preparing these studies and its summary reports the Programme Evaluation Organization is making an outstanding contribution to the whole process of village development By keeping the rural program under con tinuing analytic review it is helping to develop objective self analytic at titudes among project workers and assuring that the program s methods and approach are in tune with the high purpose of the program itself—the advancement of India s village people

Amount of grant **$461 500**



SMALL INDUSTRY DEVELOPMENT

SMALL INDUSTRY DEVELOPMENT



IN the summer of 1953 unemployment rapidly became a matter for increasing concern and emphasis for the Indian Government It grew more and more apparent that as the acute food scarcity eased the second area demanding immediate attention was scarcity of employment opportunities and its resulting grave problems in human welfare Large scale

industry and public service could provide at best however only limited job opportunities and the development of heavy industry could not in terms of either time or capital offer any immediate solution The Government felt that one of the most promising opportunities for employment especially in the rural areas and for increasing non agricultural production and living standards lay in developing village and small industries and handicrafts

All these small and village industries had over the past half century seriously deteriorated from once relatively high levels of production and employment While reasons were many—among them competition from large scale and foreign industry the Five Year Plan had acknowledged that any Government assistance on such problems could have only short term value unless small industry made rapid improvement in production methods

In the winter of 1952 53 the Planning Commission and the Ministry of Commerce and Industry discussed with The Ford Foundation the broad possibilities of assisting in a program of village and small scale industries development through improvement of production techniques The Foundation warmly welcomed the opportunity to do so The healthy development of small industries it felt would be an effective approach to the pressing human welfare problem of unemployment and could moreover provide a strong base for stable growth of a large sector of the Indian economy

The Planning Commission and the Commerce Ministry suggested that as an essential preliminary a study and planning team survey the problems and potentialities of small industry and draw up a concrete and comprehensive action program In making such a team available to the Government The Ford Foundation was gratified that the team s recom mendations proved of considerable interest and value in planning for small industry development and the Foundation has subsequently moved to assist the Ministry in carrying out through financial aid and provision of consultative services specific proposals on which the Ministry wished to move forward rapidly



INTERNATIONAL PLANNING TEAM ON SMALL INDUSTRY

FOLLOWING its series of discussions with the Ministry of Commerce and Industry and the Planning Commission on ways of relieving unemployment especially in the rural areas The Ford Foundation was requested in May 1953 by the Commerce Ministry to bring to India an international study and planning team on small industry The Ministry particularly wished the international team to explore the possibility of setting up an institute of technology which would act as a training research and service agency for small industries A tentative proposal for such an institute had been incorporated in the Five Year Plan

The Ford Foundation with the concurrence of the Government selected a planning team of five men three from the United States and two from Sweden They were highly qualified specialists in production methods marketing and cooperatives handicrafts and design technological training and in credit and finance With representatives of the Central Commerce Ministry and the State Ministries the team made a four month study tour of small industries in selected areas of India In March 1954 following discussions with the Government and with private organizations and individuals in industry they submitted a comprehensive report to the Central Ministry

The team agreed unanimously that if India s small industry were to be saved from further loss of employment and production—and perhaps even from eventual collapse—the adoption of efficient rationalized methods of production was imperative Continued use of inefficient outmoded methods it reported had retarded employment without developing any prospects for future expansion

In drawing up a plan to revitalize small industry the team considered the entire industrial complex consumer needs and preferences product design production methods and equipment raw material supply finance and credit the role of cooperatives and marketing and distribution

Most significantly the team recommended the establishment of

1 *Four regional multipurpose Institutes of Technology* to act as research training and extension service organizations for small industries
2 *A National School of Design* as a center for creative studies to stimulate improved designs for commercial production by small industries and craftsmen
3 *A Customers Service Corporation* and Export Development Offices to provide distribution and procurement services for craft products within India and abroad
4 *A Small Industries Corporation* to assist in obtaining and filling Government indents provided that the industries meet production and quality standards
5 *A large diesel engine plant* (initiated and financed by a Government owned joint stock corporation) for training workers in the use of modern equipment while at the same time providing a source of cheap power
6 *Small demonstration pilot plants* in decentralized rural areas to manufacture agricultural implements
7 *A Marketing Service Corporation* and a Market News Service
8 *Improved financing and credit facilities* for small industry

These proposals have formed the basis of a far reaching program for small industry now being put into action by the Commerce Ministry Plans have rapidly moved ahead to establish the regional Institutes the Small Industries Corporation for Government indents the Marketing Service Corporation and the Market News Service In the autumn of 1954 the Government appointed a special Development Commissioner for Small Industries and set up a Small Industries Board Serious consideration is being given to plans for the training cum production diesel engine plant and as a preliminary step experimental installations of diesel generator sets are being made in selected community project areas to test village acceptance and use of electric power

Amount of grant $107 000

Training and Provision of Senior Technicians

Many highly trained and experienced specialists in industrial production and distribution will be needed to carry out the intensive development program for small industry To assist the Ministry of Commerce and Industry in getting top level people The Ford Foundation is providing some financial assistance so that foreign technicians may be employed as needed and Indian personnel sent abroad to study the technical and administrative skills required to direct and administer the development program The Foundation is helping upon Government requests in recruiting the foreign technicians needed as for example a bicycle production specialist recruited from the United States in October 1954 The technicians however are being employed by the Government not by the Foundation The Government not the Foundation will also have the responsibility for all selection of Indian technicians for foreign study

Amount of grant $180 000



EDUCATION

EDUCATION



SECOND only to unemployment as an area of concern in India's development has been the large question of basic reforms in education The present education system it is agreed must be rapidly revised to train Indian youth in the independence of thought and of action and in the sense of social responsibility now demanded of citizens of a free and

democratic India Moreover in the view of many Indian leaders the long term solution to unemployment lies in the training of more young men and women in work skills

The Foundation has from time to time been approached by various private individuals and groups in India for funds to establish model schools or universities embodying some of the principles of educational reform The Foundation has rejected these proposals in the belief that model projects started outside the educational system however successful they may be in themselves will not easily effect changes within the system It shared the feeling of the Government that the important task was to improve the quality and fitness of the prevailing educational system

Many far reaching proposals for reform had been considered by the Education Ministry and various official study commissions The Planning Commission and the Ministry discussed with the Foundation the possibilities of assisting the Government in initiating and carrying out some of these reforms in secondary education in rural education and in higher education

Secondary education has been described as one of the weakest links in the chain of Indian education yet its position in the education system is pivotal Reform of higher education depends first on reform in the secondary schools And any attempt to improve the quality of primary school teaching must also start with the secondary schools which are the chief source of supply of primary teachers Further since higher education cannot for obvious reasons be extended to all students immediately secondary education must become more purposeful and complete in itself and not as at present remain tied wholly to college entrance

Strengthening and reform of rural education are equally imperative Many Indian leaders among them Tagore and Gandhi have counselled that one of the greatest of India s educational problems is to find ways of helping villagers to raise their own cultural civic and economic standards without alienating them from rural life in the process The present urbanized formal academic education tends chiefly to increase the already swollen number of graduates who turn away from the villages and village problems to seek desk jobs in the cities

A far reaching series of education projects is now under consideration by the Education Ministry Four of these already undertaken with Foundation support—two in secondary and two in rural education—essentially involve the study and planning surveys needed as a preliminary to drawing up precise proposals for action



SECONDARY EDUCATION

1 Study Team on Teacher Training and Curricula

The Government's concern for improving the quality and content of secondary education resulted in September 1952 in the appointment of a special Commission to make an intensive study of secondary education and suggest measures for its reorganization and improvement. While the Commission was still at work, the Education Ministry laid plans to assure that its findings and recommendations would receive thorough discussion and critical analysis by specialized groups of secondary education leaders and would be followed up with concrete proposals for action.

Two aspects of the Commission's report on which the Ministry was anxious to obtain immediate study and recommendations were the training of secondary teachers and the curricula of secondary schools. The Ministry proposed that an international team of secondary teacher training specialists undertake the study and The Ford Foundation agreed to meet the team's travel and other expenses.

A team of eight was selected by the Ministry. It included four specialists from India, two from the United States, and one each from Finland and England. The team was asked first to meet for general discussions in India, then make a study tour of Denmark, the United Kingdom and the United States. Upon its return to India it was to analyze the Commission's report in the light of the study tour and make specific program recommendations for improving India's teacher training methods and secondary school curricula. Denmark was selected because it would furnish an example of secondary education in an advanced agricultural community, the United States because it is an advanced industrial nation

and England because it blended both aspects Visiting all three nations it was felt would permit valuable comparisons to be made in framing programs for an India in the process of development

Following the tour the team s tentative report was discussed with 30 leading educators brought to Delhi by the Ministry of Education

The final report although differing at several points generally supported the recommendations of the Commission The first part which was devoted to the problems of teachers proposed ways to ensure substantial improvements in the status pay and amenities of teachers in the strength and professional responsibility of teacher organizations and in recruitment selection and training

The team also made a number of practical proposals on secondary school curricula such as introducing learning by doing in the teaching of various subjects offsetting the effects of the present system of examinations increasing the educational services available to the secondary schools relating curricula to the type of life work which graduates expected to take up and providing appropriate terminal points in the educational system (including one at the Junior College level) for students preparing themselves for various kinds of careers

Finally in the third part of its report the team tackled the difficult problem of administration control and financing of secondary education Here the team emphasized far more than the Commission the necessity for community school relationships local control and local financing—a practice common in America but as yet not widely used in India The team also made some recommendations on improving the communication and the cross fertilization of educational ideas among educators between schools and parents between the Central Government and the States and local communities between inspectors and individual schools and within school staffs

Amount of grant $102 500

2 Seminars for Headmasters

A second method by which the Education Ministry sought to get the full benefit from the Secondary Education Commission report was to call together groups of secondary school headmasters for intensive seminar discussions of the Commission s findings In the summer of 1953 the Ministry had convened a single all India seminar of more than 50 secondary school headmasters and educationists at Taradevi Its success in stimulating interest in reforms led the Ministry early in 1954 to propose that ten

more seminars be held on a regional basis throughout India to permit a total attendance of some 400 educators including State education inspectors and faculty members from teacher training schools as well as headmasters The Ford Foundation which had been impressed with the value of the experimental seminar in 1953 made funds available to meet travelling and maintenance expenses of the educators plus planning and operation costs for the ten seminars

The Ministry asked that the seminars discuss the reports of the Secondary Education Commission and the international team It also specifically requested that the seminars draw up concrete educational projects which would in the opinion of the educators test and demonstrate for their areas some of the major recommendations on reform

The first of the group of seminars was held in the summer holiday period of May and June and the second group was conducted during the October holidays Each of the seminars was visited by representatives from the Education Ministry by a member of the Commission or one of the Indian members of the international team And each of the seminars was required to draft a report of its recommendations and its specific project proposals

The early seminars for headmasters of secondary schools very soon showed that if the secondary schools are to carry out many of the reforms to which the seminars subscribed they will need encouragement and technical assistance from the training colleges which now prepare teachers for secondary schools Therefore one of the ten seminars originally planned was converted into a planning conference of principals of training colleges at which plans for adding programs of extension services to secondary schools were formulated and discussed

Another seminar was attended by forty former members of the workshops in secondary education which were held in 1953 54 under the auspices of the United States Educational Foundation in India These forty headmasters and teachers have been trying out specific improvements in their schools since attending the workshops and at their meeting prepared a report of their achievements and difficulties in making concrete changes as an aid to the other secondary educators The Education Ministry is seeking in these ways to give to the seminar reports experience and recommendations the widest circulation and discussion and thus help speed the process of reform and change with the full interest participation and support of the educators on whom ultimately reform must depend

Amount of grant $58 500



RURAL EDUCATION

1 Study Tour of Rural Educators

As the community development programs progress the attention of Indian educators has been more and more sharply focused on the need for improved rural education The building of an increasing number of village schools in project areas and a growing awareness of the problems and prospects of long term rural progress have made it clear that the Indian rural school system must no longer confine itself to urban oriented academic study but must train village young people for taking a creative part in rural life and the raising of rural standards

As an initial exploratory project in rural education the Ministry of Education suggested early in 1954 that a team of Indian rural education leaders be sent to study the advanced and effective system of rural education in Denmark which has long been of great interest in India Denmark s Folk High Schools its People s Colleges or Institutes in rural areas have been outstandingly successful in educating serving and vitalizing a once depressed peasantry These institutions provide young farm men and women with three or four months training every year between crop seasons

The Education Ministry and professional Indian educators were eager to make a study of these Institutes and of the possibility of applying some of their principles and techniques to rural education in India The Foundation financed the study tour of a selected group of 18 heads of rural teacher training colleges and social educationists from project areas

The group left for Denmark in June 1954 Its studies of the Institutes the Folk High Schools and the Danish educational system were

under the direction of the International People s Institute at Elsinore Upon its return the group met in conference with other Indian rural educators making a study of rural higher education in India Together this enlarged group has drawn up recommendations and proposals for adapting and applying the Danish experience to Indian rural education

Amount of grant $26 000

2 Study and Planning Team on Rural Higher Education

As the Education Ministry considered new approaches and reforms in rural higher education it felt that in addition to seeking stimulation *from Denmark s experience a survey should be made of promising Indian* experiments in rural higher education together with an appraisal of their methods ideas and experience Many of these experiments have been undertaken in India but no systematic summary or appraisal of them had been made to determine whether they are effective or whether their methods could be applied on a wider scale

The Education Ministry therefore proposed that four specialists in rural education—two Indians one American and one Briton—be appointed to make a survey The Ford Foundation cooperated in providing the necessary funds for the team s travel and maintenance

The team began its work in November 1954 with a joint consideration of the report of the rural educators team which by then had returned from Denmark Subsequently the special survey group travelled throughout India to examine significant experiments in rural higher education and following a final conference in Delhi submitted program recommendations early in January 1955

Amount of grant $22 525



WORKSHOPS ON WRITING FOR NEW LITERATES

AS India moved ahead with its program to reduce illiteracy requests from teachers for simple books and literature for the villager who has just learned to read also increased For the literacy teaching job does not end with showing an adult how to read and write To keep his interest fresh and his newly learned skill alive he must have books stories and journals written in the simplest language yet adult in content and in thought While a few States had already made a good start on producing pamphlets and journals for their new literates the Education Ministry proposed that four workshops be set up regionally throughout India to help train and encourage for this specialized task writers who already had had some writing experience

The Ford Foundation undertook maintenance of the workshops and helped meet the expenses of the writer students

The first of the workshops was held in August 1953 at Janata College Alipore Delhi to train writers for the North India area Twenty five writers three of them women from Uttar Pradesh Bihar Punjab Delhi and Himachal Pradesh came for a period of a month to learn and test styles and methods

An important part of their task was to adopt a simplified vocabulary to prepare sample manuscripts on subjects of particular interest to villagers—from farming to well building—and test them with villagers of various ages and occupations who had just learned to read

Similar month long workshops were held in three other regions—Mysore Poona and West Bengal (Santiniketan)—to train writers in the simplified writing of local languages In all 91 writers have now been

trained in these four workshops The Central Education Ministry has published five books in Hindi which were prepared by writers in the Delhi workshop group and distributed them to Hindi language States Plans are under way to publish some of the literature developed in other workshops and to encourage the writers to prepare more manuscripts for publication in their local areas

Amount of grant $12 630



SEMINARS ON AMERICAN CIVILIZATION

IN the spring of 1953 the U S Educational Foundation organized an experimental seminar for young Indian college teachers to study aspects of American social economic and cultural life The seminar s purpose was not only to acquaint a representative group of younger Indian teachers more fully with recent developments in America but to illustrate a method of university teaching which emphasized classroom discussion and informal relationships between teacher and student as well as the summer school technique which is so widely used in the United States for in service training of teachers

Costs of the seminar were met largely by the U S Educational Foundation and the U S Information Service maintenance costs for the teacher students were paid by The Ford Foundation

The seminar students were thirty one young teachers selected by college and university heads from eleven Indian States The faculty consisted of six American exchange professors studying and teaching in India under the Fulbright fellowships and one cultural officer from USIS they served as group discussion leaders and panel forum participants as well as classroom lecturers

The seminar held in Darjeeling from April 26 to May 23 1953 made a useful contribution to international understanding and broader knowledge of the United States The teachers reported that it also gave them a new insight into two essential educational methods the technique of following lectures with group discussions as a stimulus to creative thinking and the encouragement of students to exercise their initiative and intelligence rather than their ability to memorize As one teacher described it the seminar

was a most valuable demonstration of the vital principle of making teaching an interesting and cooperative business between teacher and student

The marked success of the first seminar led to a decision to hold similar seminars each summer for the following three years with the Foundation continuing its contribution toward the travel and maintenance expenses of the students In 1954 the seminar met at Bangalore with an all India group of 30 teacher students

Amount of grant **$9 500**



PUBLIC ADMINISTRATION

PUBLIC ADMINISTRATION



WITH the winning of independence the Indian Government recognized the necessity of making fundamental reforms in its administrative structure and character. From a Government which had been designed chiefly to maintain law and order, to collect taxes and to administer a dependency, it had to develop into not only an independent

and democratic Government but a service Government capable of plan ning and putting into action an intensive welfare program and of pro viding forceful leadership and action in meeting the needs of its people

The Government was particularly concerned with reforms that would help carry out the programs adopted under the Five Year Plan and had initiated several important studies and experiments

In early 1952 the Government inquired whether the Foundation could make available a consultant in Public Administration who would con duct a survey to determine whether the Government administrative struc ture and procedures could give efficient support to the proposed devel opment programs It would also suggest how to relate and coordinate development programs to established government agencies and procedures with special reference to Center State relationships

The Foundation secured the services of Paul H Appleby then Dean of the Maxwell Graduate School of Citizenship and Public Affairs of Syracuse University New York who came to India for a six month period begin ning in September 195- Following close work with the Finance Ministry and the Planning Commission visits to a number of States with officials of the Center and talks with Central and State administrators Dean Appleby summarized his survey in a special report later published by the Government

The Government on the basis of its own and other studies including the Appleby report proceeded with several important reorganization pro posals in administrative structure and methods Similar reforms were undertaken by some of the State Governments In addition to these the Government considered that a particularly important need was development of the administrative service It was essential the Government felt to advance the training and capacities of subordinate personnel and build a corps of high competence to support and replenish the service at top levels

In early 1954 following further consultations with Dean Appleby who returned at the Government s request in January the Government drew up a broad program to strengthen and professionalize the services Its immediate proposal was to sponsor the establishment of an independent Institute of Public Administration which would act not only as a profes sional society but give leadership and broad policy guidance to the program It is to this Institute and its program that The Ford Foundation has made assistance available



INSTITUTE OF PUBLIC ADMINISTRATION

IN its intensive study of the problems of administrative reform the Government of India had devoted particular attention to the need for specialized training of public administration personnel and for professionalization on a self conscious level of public administration in India These needs had been strongly endorsed and accented not only in the Appleby report but in the other administrative studies prepared by and for the Government

The Government concluded that a central professional body should be created which would guide and stimulate a broad program of development for India s administrative services Early in 1954 an Institute of Public Administration was established which would assume leadership in and give policy direction to such a program The Institute was inaugurated in March 1954 with the Prime Minister as President The Institute is being financed from both Government and private sources

The Institute drew up plans to lay the foundation for administrative reform and at the same time give public administration both a professional and a practical base A major proposal was to set up a School of Public Administration which would be jointly housed with the Institute and under the general guidance of the Institute act as a training school both for prospective Government administrators and for those already in service The School jointly with the Institute would maintain a library of basic reference books and documents

The Institute also proposed to guide and direct a basic research program in public administration and the Government s administrative practices to help develop teaching materials for Government personnel to

launch and maintain a professional journal in public administration and as a professional society to act as a discussion forum and a focal point for stimulating outside the Government and within it interest in and action toward a continually improved public service

An important part of the Institute s plan is to give general direction to a program of specialized training for Government officials as well as for the public administration teachers needed at the School This specialized training will consist in part of foreign study tours with opportunities not only for academic work but especially for administrative officials actual observation of foreign administrative practice The program also will in clude in service training within the Indian Government for officials having common responsibilities and problems

The training program is not to be restricted to senior personnel but will extend throughout the public service in order to develop on inter mediate levels a competent and responsible cadre to support senior officers and as necessary replenish their ranks

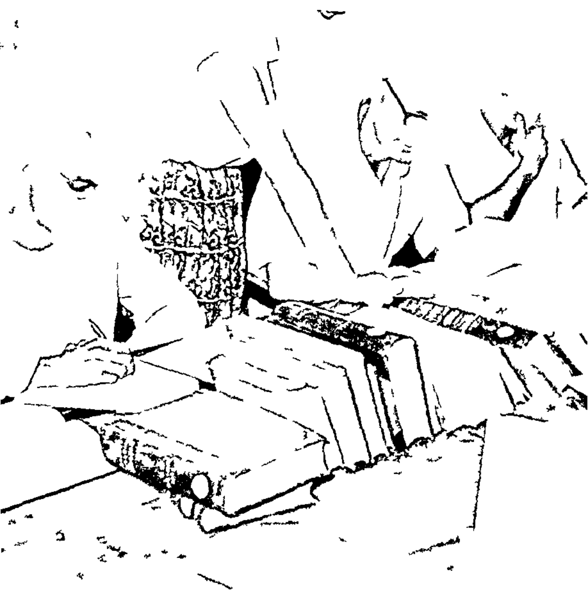
To assist the Institute in carrying out this intensive and diversified program including establishment of the School equipping the library and financing research and training The Ford Foundation has made funds available to the Institute for a three year period

Amount of grant $350 000



RESEARCH AND TRAINING

RESEARCH AND TRAINING



THE Ford Foundation began in 1951 an American program of research and training in the Near East and South Asia The program s purpose is to increase the number of American students and teaching institutions with knowledge of and interest in Near East and Asian affairs The Foundation s office of Research and Training is in New York



RESEARCH FELLOWSHIPS FOR YOUNG AMERICANS

ABOUT 25 Fellowships are awarded annually to young Americans to study special aspects of Indian affairs These Fellows come not only from the universities but from various non academic professions—business government agriculture labor relations communications etc

The program is confined to younger persons The age limit is 36 years Funds are granted to enable a young researcher to bring his family with him if he wishes Two of the Fellowships recently awarded for India were given to man wife study teams

The Fellowships vary from one to three years duration Not all of the study period is necessarily spent in India but may be devoted to prior study of Hindi or another Indian language and to research in univer sities or libraries in the United States the United Kingdom or elsewhere where reference material on the chosen study subject is available

Choice of the research topic is made by the applicant on the basis of his special interest or area of competence Some applicants have chosen topics on which they wish to prepare a master s or doctoral thesis Others have selected subjects which are closely related to their chosen non academic careers

Characteristic of the recent study topics of the Americans in India are contemporary Indian painting Bengal s jute industry the role of foreign investment Indian economic history Indian peasant society peasant political organizations Indian media of communications the Congress party in India since 1918 Indian agricultural economics and history



RESEARCH GRANTS TO AMERICAN UNIVERSITIES

THE research and training program also assists American universities to conduct substantive research in India (as in other nations of the Near East and South and South East Asia) which will help develop in American institutions a body of knowledge and an informed teaching and research staff on Indian problems and affairs

Several grants have been made for instance to the Massachusetts Institute of Technology for its Center for International Studies The Center in cooperation with the Government and Indian universities will undertake a program of research in economic development labor and employment and international communications Another grant has been made jointly to Harvard Yale and Cornell to conduct a study on child rearing in five countries India among them This study will be integrated into the Indian research program of Cornell University described below

Cornell Study on Cultural Change

In May 1953 Cornell University received a Foundation grant to conduct a three year field study in India on community development and cultural change The study is being made cooperatively by the Anthropology Departments of Cornell and Lucknow Universities with the benefit of advice and policy guidance from the Programme Evaluation Organization of the Planning Commission

The purpose of the Cornell Lucknow study which grew out of an earlier Cornell research project in the area is to make an intensive survey and analysis of the social change associated with community project activities and of the factors which help or hinder it A further purpose is to

work out simple easily applied methods for studying cultural change

A Cornell Lucknow Research Center has been established and Lucknow graduate students are participating in field training Members of the Lucknow University faculty who are specialists in various studies pertinent to the research project such as health nutrition and statistics have assisted in guiding those phases of the research

The field study group averaging twelve in number half Indians and half Americans began its work in late 1953 in a village in a community project area of Uttar Pradesh As the community development activities progress in the area the field study will record the changes being effected A village which is not in a community project area is being studied as a control against which to measure the changes in the project area The control village near Lucknow has as its research team fourteen advanced students in social sciences and anthropology from Lucknow and is in effect Lucknow University s field training center

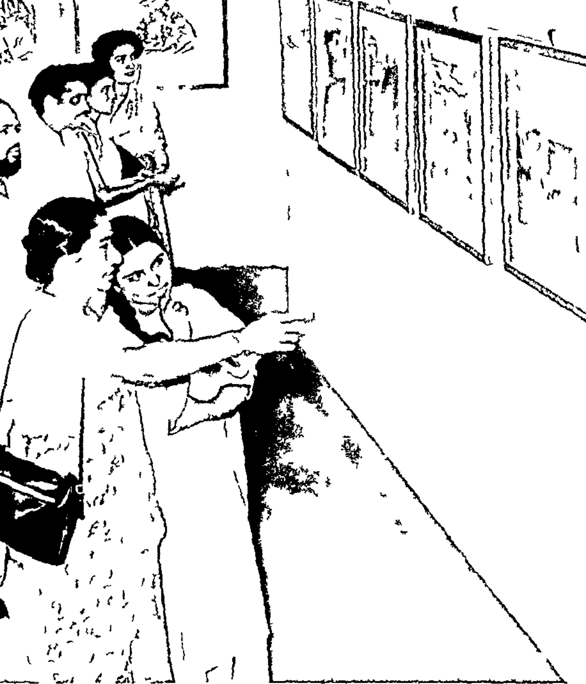
Other phases of the project are being conducted at Cornell University under the university s India Program These have included seminars on contemporary India on cultural change in India and on aboriginal tribes and a course in elementary Hindi Exchange professors from Indian universities and colleges and distinguished Indian visitors to the United States serve as lecturers and seminar leaders

Amount of grant $260 000



CULTURAL INTERCHANGE

CULTURAL INTERCHANGE



BETWEEN America and India a lasting basis for friendship and peace lies in greater understanding The Foundation has in its three years in India supported cultural interchanges of persons and materials in the hope that the two nations by exchanging ideas and by study and example might enrich their knowledge and appreciation of each other



EXCHANGE OF PERSONS

THE Ford Foundation has no general scholarship program for sending students or scholars to America The exchange of persons has been almost wholly in connection with the specific activities supported by the Foundation in India Exchanges from India have been selected by the Indian Government or a recognized private Indian agency and have for the most part consisted of groups rather than single individuals The study tours described on pages 51 54 of Indian agricultural extension directors and of Indian farm youth are typical instances of such group exchanges

Other group exchanges which the Foundation has supported are

INTERNATIONAL CONFERENCE OF SOCIAL WORK In 1953 the Foundation gave a grant which enabled some outstanding social work leaders both American and European to attend the Sixth International Conference of Social Work in Madras and later to make a study tour of Indian social work activities A similar grant in 1954 enabled a representative group of Indian social workers and community development specialists to attend the Seventh International Social Work Conference in Toronto Canada and make a brief study tour of social work agencies and development activities in the United States and Japan

AMERICAN UNIVERSITY STUDENTS In the summer of 1953 and 1954 the Foundation granted assistance to a group of American students from the Berkeley and Los Angeles branches of the University of California to visit India on a combination work and study tour These young students toured Indian universities villages community projects and training centers met and talked with hundreds of Indian students and from time

ime participated with Indian youth in building village schools and other l reconstruction wo k Over a period of two years the Foundation granted $50 500 for bringing American student groups to India

WORLD UNIVERSITY SERVICE SEMINAR In the summer of 1953 the ndation granted $40 000 to World University Service to enable a group oo Western and Asian students and teachers (21 of them from India) to nd a world seminar in Mysore The seminar which was a joint effort he Indian and Canadian Committees of World University Service was gned to help foreign students develop friendship with one another and inderstanding of mutual university problems as well as to discuss some he major development problems of South Asia After the seminar the stern students made a study tour of Ceylon India and Pakistan

In addition to exchange of larger groups the Foundation at the iest of the Government in the summer of 1953 made it possible for two ian women in the field of social service and home economics to attend nternational conference of the Associated Country Women of the World 'oronto Canada and then to make a study tour of the home extension ices of the United States and Japan to help stimulate their interest and ugh them the interest of Indian women in rural extension work for ige women

In the winter of 1954 the Foundation made funds available to send Indian farm couples to the United States to live and w l in rural imunities And in August 1954 the Foundation made a sn grnt to Hindustani Talimi Sangh at Sevagram to cover the travel exp nses for American instructors selected by the institution to assist i training in chánical engineering and arts and crafts

Typical of the few individuals who have been assisted by the indation in making specialized tours are Dr Arthur Compton the ed American nuclear physicist who with two associates gave a series of ures in Indian universities and science institutions and Professor mayun Kabir of the Education Ministry who made a study tour of ierican secondary schools lectured at American universities and dis sed common problems with leaders of American secondary and higher ication



EXCHANGE OF CULTURAL MATERIALS

AMERICAN PAINTINGS In the winter of 1952 the All India Fine Arts and Crafts Society of Delhi sought to obtain a representative selection of paintings from America for its Second International Contemporary Art Exhibition With the assistance of Intercultural Publications an independent fund created by The Ford Foundation financial assistance was made available to secure 20 paintings on loan through the American Federation of Arts Representative of many modern styles and many of America s leading artists the collection was included as part of the International Exhibition in Delhi and Calcutta

INDIAN LITERATURE Through Intercultural Publications a special 70 page illustrated supplement *Perspectives of India* appeared in an American national literary journal the *Atlantic Monthly* This supplement which reached over a quarter million Americans presented prose and poetry by some of India s distinguished contemporary authors special articles on Indian music dance cinema and art and reproductions of some contemporary Indian paintings It also included brief reference material on India s history language and geography As a separate publication the supplement has also been made available in India



ORIENTATION CENTER FOR FOREIGN TECHNICIANS IN INDIA

A specialized type of project to which the Foundation has contributed support is an Orientation and Training Center for foreign technician assigned to India The Center was established as the result of a continuing demand to help foreign experts arriving in India through various aid programs of the U S Government the Colombo Plan and other foreign missions to study India s culture history religion and philosophy its political social and economic problems and to have some knowledge of an Indian language

The Center which began its first courses in October 1954 has been established on an experimental three year basis in the Delhi School of Economics with funds provided jointly by The Ford Foundation and the U S Technical Cooperation Mission in India

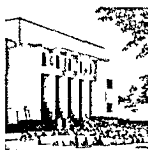
Indian leaders from Government from various cultural fields and from the universities conduct the orientation courses over a period of three weeks of which the first two weeks are a general introduction to India and the third week is devoted to more specialized study related to the technicians professional assignments in India Four of the 3 week courses will be given in each year and between these courses weekly evening seminars are being held in the Delhi School for all technicians who wish to attend All lectures are followed by lively group discussions with the lecturers in which the technicians may ask and have authoritatively explained points of special interest and inquiry

The executive committee operating the Center consists of the Director of the Delhi School of Economics Director of the United States Technical Cooperation Mission to India The Ford Foundation Representative in

India a representative of the Planning Commission and the Vice Chancellor of the University of Delhi who acts as chairman of the Committee The operational responsibility of the School is shared jointly by an Indian Director appointed by the Delhi School of Economics and an American Director appointed by the United States Technical Cooperation Mission

The first course held in October 1954 and the subsequent weekly seminars have already met with the warmest response and interest from the technicians and their families and have more than fulfilled the Center s purpose of enriching their understanding of India s problems and opportunities its people and its culture

Amount of grant $14 177



GANDHI MEMORIAL CENTER

GANDHI MEMORIAL CENTER



All of us are bound to place our resources at the disposal of humanity Man's triumph will consist in substituting the struggle for existence by the struggle for mutual service

M K Gandhi



GANDHI MEMORIAL CENTER

MILLIONS of Americans profoundly honor and respect Mahatma Gandhi for his spiritual leadership and his untiring devotion to the cause of mankind s freedom and advancement

As an expression of this feeling The Ford Foundation wished when it first came to India to contribute toward a memorial to his name

The Prime Minister appointed a committee of three headed by Rajkumari Amrit Kaur to receive the Foundation grant of $85 000 and plan a suitable memorial The memorial chosen is a community center for the Bhangi colony in Delhi where Gandhi so frequently stayed Inaugurated on April 5 1954 by President Rajendra Prasad the two story building consists of a galleried central auditorium rooms for a maternal and child health clinic and a dispensary for a library and reading room rooms for small meetings and recreational activities and special rooms for women and for children It is intended that the center will serve as a model for similar community centers elsewhere in India

The Foundation feels it especially fitting that the memorial is dedicated to serving the people whom Gandhi so loved and for whose welfare and advancement he gave so fully of his effort and devotion